

BOARD SELF EVALUATION

This Evaluation has been developed to assist the Board with respect to the work completed by the Board collective for the 1st and 3rd year of the Trustee's term on the Board. The main purpose is to support Trustees in their roles as members of a team and to provide them with assistance in executing their responsibilities as a member of the Board for Peace River School Division.

Instructions

The following should be completed by each Trustee, rating each of the eleven performance standards. Each Trustee should rate all eleven of the Performance Foci.

Performance indicators are listed below each performance focus. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.

Your comments in support of your rating will be helpful during the Board discussion of the results of the evaluation.

The Board will meet to discuss the results and future steps to improve or build upon the prior year's results as part of the Board evaluation process.

Performance Focus 1 Leadership: Mission, Vision and Goals
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The Board periodically reviews the Division's vision and mission statements, and annually adopts Board and Division goals which support the Division's vision and mission.

Indicators:

- The Board, along with the Superintendent, has reviewed and adopted the written Division vision and mission statements annually.
- Trustees can clearly articulate the vision, mission and goals of the Division.
- Annually the Board, with the Superintendent's input and collaboration, has reviewed, rewritten and adopted the Board and Division goals.
- The Board has adopted objectives, activities and a calendar to monitor action plans on agreed upon goals, including periodic Superintendent updates as part of regular Board meetings.
- The Board has delegated to the Superintendent the authority to administer and evaluate the adopted action plans.
- The Board and Superintendent have mutually agreed which goals and expected performance indicators will be included in the Superintendent's formal evaluation.
- The Superintendent's evaluation instrument for the current year has been developed and adopted by the Board.

Board performance for this standard:

UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The Board needs intense focus on this standard.

NEEDS IMPROVEMENT: Few indicators for this standard have been attempted but none/very few have been completed. The Board needs heavy focus on this standard.

GOOD: At least half of the indicators for this standard have been attempted and several have been completed. The Board needs moderate focus on this standard.

EXCELLENT: Most of the indicators for this standard have been completed. The Board needs to maintain performance on this standard.

OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the Board.

Comments:

Performance Focus 2: Policy and Governance

The Board establishes and follows policies, procedures and good governing practices.

Indicators:

- The Board has established, adopted and revised policies so that they are clear, up to date and in compliance with provincial laws, regulations and the *Board Leadership Quality Standard*.
- The Board requests the Superintendent's recommendation on all proposed policies.
- The Board provides opportunities for public and staff review of proposed policies before they are given to the Board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The Board follows its own policies regarding Board operations.
- The Board delegates all decisions regarding Division operations, human resources management and procedures to the Superintendent.
- The Board sets annual goals and keeps those goals at the forefront of all Board and Division decisions throughout the year.

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Comments:

Performance Focus 3: Community Relations

The Board establishes and promotes effective two-way communication with parents, students, staff and community members.

Indicators:

- The Board and individual Trustees demonstrate respect and cooperation in their relationships with the community and staff.
- The Board works with the Superintendent to seek and receive input from citizens on matters relating to the Division using an agreed-upon process.
- The Board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

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Comments:

Performance Focus 4: Cultural Responsiveness and Educational Equity

The Board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.

- The Board actively encourages and expects the Superintendent to facilitate the participation of culturally diverse groups.
- The Board has a process to review policies for cultural, racial and ethnic bias. • Trustees approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- Division staff is representative of the community.

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Comments:

Performance Focus 5: Accountability and Performance Monitoring
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The Board constantly monitors progress towards Division goals and compliance with written Board policies using data as the basis for assessment.

Indicators:

- The Board models a culture of high expectations throughout the Division.
- The Board's priority and focus are on curriculum, student achievement and student success.
- The Board appropriates resources based on student achievement priorities.
- The Board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by Division standards. • The Board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The Board uses data to identify discrepancies between current and desired outcomes.
- The Board identifies and addresses priority needs based on data analysis.
- The Board communicates to the public how policy decisions are linked to student achievement data.

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Comments:**Performance Focus 6: Board Operations (Meetings)**

Board meetings are effective, efficient, orderly and respectful. The Trustees focus on the policy and governance roles of the Board.

Indicators:

- The agenda is properly posted and developed according to Board policy.
- Trustees know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The Board agenda reflects the goals, policies and appropriate governance role of the Board and is followed by the Board.
- The Board has procedures in place to allow for public input in a respectful manner.
- The Board Chairperson runs an orderly meeting, with clear instructions and directions to the public as well as Trustees.
- The Board discusses only those topics that the majority of Board members wish to take up.
- Everyone in attendance can clearly hear Board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the Board and are maintained as required.
- Trustees respect the confidentiality of in-camera sessions.
- Trustees do not surprise the administration or fellow Trustees at meetings.

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Comments:

Performance Focus 7: Board Operations (Trustee Communications)

Trustees are all kept equally and fully informed on matters of Board business and communicate with each other in a respectful and lawful manner.

Indicators:

- Trustees all receive the same information from Division office on matters of Board business.
- Trustees share information appropriately through the Board Chairperson between meetings and do not surprise each other in public.
- Trustees communicate with each other in a respectful manner.
- Trustees respect the right of the public to observe discussion of Board and Division business by Trustees.
- All deliberation and discussion between Trustees is held at properly posted public meetings.

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Comments:

Performance Focus 8: Board Operations: Board-Staff Relations

Trustees are respectful of staff members in all communications and follow Board–staff communication policy and procedures.

Indicators:

- The Board recognizes and protects the chain of command.
- The Board works with the Superintendent to provide a process, and the Board follows that process, to receive input from the staff in decision making on significant issues where staff input is appropriate.
- Trustees treat staff members in a respectful manner at all times.

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Comments:

Performance Focus 9: Board Operations (Board-Superintendent Relations)

The Board and Superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The Board supports both Central Office Administration and School Administration before critical groups and individuals in the community.
- The Board reserves statements critical of the Superintendent's actions, and evaluation of the Superintendent, for in-camera sessions.
- Trustees fully inform the Superintendent of situations arising in the Division that impact the Division.
- Trustees do not interfere in Division operations, and fully delegate, and respect the delegations of, operational decisions to the Superintendent and administration.
- Trustees do not avoid difficult decisions when requested or required to take a position.

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Comments:

Performance Focus 10: Values, Ethics and Responsibility for Self

The Board, collectively and individually, takes full responsibility for Board activity and behaviour, the work it chooses to do and how it chooses to do the work.

Indicators:

- The Board polices its own members when they step outside of Board policy and agreements.
- The Board leads the Division with clear goals, policies and expectations and does not expect others to interpret the Board's intent.
- Trustees do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to Board work, not staff work.
- Trustees exercise their authority only as a whole board at properly posted meetings.

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Performance Focus 11: Board Systematic Improvement

The Board participates in annual training and professional development, and at least annually participates as a team with the Superintendent in a team–building retreat focused on assessment and goals.

Indicators:

- Each Trustee participates in training and professional development available through conferences, conventions, workshops or online.
- The Board annually evaluates its performance in fulfilling the Board’s duties and responsibilities and its ability to work as a team.
- The Board and Superintendent meet in a retreat environment to review:
 - Progress made on, and revision of, action plans to accomplish the Division’s mission/vision/ philosophy/goals.
 - The strengths and improvements needed in the Division.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities and anticipated challenges in the Division.
 - Board leadership and educational philosophy and performance.
 - Board–Superintendent operational agreements and evaluation documents.

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Comments:

Subsequent Questions

- How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board and as Trustees this past year?
- How do we perceive our interpersonal working relationships?
- How well do we receive input and how well do we communicate?
- How well have we adhered to our annual work plan?
- How would we rate our Board–Superintendent relations?
- How well have we adhered to our governance policies?
- What have we accomplished this past year and how do we know?

Adopted/Revised/Revoewed: NOV 2025